

# GOVERNANCE, REPRESENTATION, AND PARTICIPATION IN DEMOCRACIES

Fall 2018

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## **Course Description**

This course is intended as a foundation for higher-level political science courses and for students with an interest in analyzing current political events and improving their critical thinking and writing skills. It explains why and how we study politics comparatively and introduces the basic vocabulary of political analysis.

The course begins with an introduction to the state and democratic institutions. We ask how different political systems assign power over the political agenda, the policy process, and relationships between different groups. The second component of the course focuses on institutions of participation and representation. We study voting, electoral systems, political parties, and interest groups, and social movements to ask how different democracies affect the types of voices that are heard in politics, and they way those voices get heard. Next, the course turns to problems of representation and participation. We consider the effect of issue framing on our political ideas, and questions of equality, inclusion, and recognition as they relate to gender, ethnicity, and race, recognizing that there are many other axes of identity and discrimination that are relevant to these discussions. Finally, the course concludes by considering the relationship of democratic governments and capitalist markets as they relate to two specific policy areas: the environment and health.

## **Course Objectives**

By the end of the course students should be able to:

- Identify and explain key concepts political scientists use to communicate about politics and policy
- Use concepts to look for patterns in the social world, explain cause and effect, interpret different understandings of political phenomena
- Develop skills of criticism and analysis that allows them to ask "how do you know that?"
- Take a position on an issue, support it with evidence, and communicate it writing in a clear and compelling argument

## **Required Materials and Texts**

- Drogus, Carol Ann and Stephen Orvis. 2015. *Introducing Comparative Politics: Concepts and Cases in Context, 4th ed.* Los Angeles: CQ Press. Available at the Campus Store.
- Required online readings listed in weekly schedule and available on Avenue to Learn

## **Class Format**

The course includes two 50-minute lectures per week. Students will also take part in one hour-long tutorial per week, led by a TA. Lectures complement and supplement the materials covered in the textbook, and refer to the additional readings and other sources. Learning objectives for each topic will be posted on Avenue. Attendance at all

classes and tutorials is expected and is necessary to accumulate participation grades. Students are expected to complete the required readings before attending each class, answer questions if called on, and to participate fully in tutorials.

## **Course Evaluation – Overview**

1. Participation – 15%
2. Choose 2 of 3 short paper options – 40%
  - a. Paper Option 1 – 20% due October 4
  - b. Paper Option 2 – 20% due November 1
  - c. Paper Option 3 – 20% due November 29
3. Midterm exam – 20%, October 25
4. Final exam – 25%, scheduled by registrar

## **Course Evaluation – Details**

### **Participation (15%), ongoing**

Participation is an important part of this course, and is graded based on your attendance in class AND your attendance and contributions in tutorial. Being able to state your opinion succinctly and persuasively, and being able to listen to, evaluate and respond to the views of others is probably one of the most important skills you will need for the workplace (and life in general!). I understand that speaking in front of groups can be intimidating for some, however university classes are a great opportunity to practice doing this in a friendly environment. I expect everyone to be supportive of those students who do wish to ask questions or make comments –whether you agree or disagree, focus on the content of the argument, not the speaker themselves.

### **Midterm (20%), October 25, in class**

The midterm will be 50 minutes long (in class) and will cover materials from the all the lectures to that point. It will consist of short answers (identification, define and explain the significance) and one essay question (there will be a choice of questions). There will be an opportunity to work through sample questions as a group in tutorial.

For students who experience a medical or family emergency on October 25, there will be ONE make-up midterm offered, scheduled for **Friday, November 2 from 10.30-11.20am in KTH-B132**. Students who wish to write this exam should contact the instructor AS SOON AS the problematic circumstances arise (i.e. no later than the day of the regular midterm)

### **Short papers: choose 2 of 3 options (40%), due October 4, November 1, November 29**

The written assignments are a choice of **TWO** short research papers, out of a possible three options. Topics will be distributed in the first week of class. Each paper should make an argument responding to the assigned question that (a) refers to relevant class concepts, (b) supports argument with examples from the research conducted and (c) uses at least three sources beyond class materials. All materials must be properly cited

(any standard citation format is fine) and each paper should be about 3 pages (1500 words), with standard 12-point font, single-spacing, and one-inch margins.

### **Final exam (25%), scheduled by registrar**

The exam will be two hours long, and will consist of short answers (identification, define and explain the significance of a concept) and short essay questions. It will be cumulative, covering material from the entire course.

## **Weekly Course Schedule and Required Readings**

- All readings are in Orvis & Drogus, 4<sup>th</sup> ed, unless indicated
- All non-text readings available electronically on Avenue to Learn.
- When the assigned reading for a week is lighter, you should expect more concepts to be covered in lecture only.

### **Week 1 (September 5-6): Introduction to the course and comparative politics**

What is politics, and why might we study it scientifically and comparatively?

Readings:

- Chapter 1, entire
- Stokes, Patrick. 2012. "[No, You're Not Entitled to Your Opinion](#)," *The Conversation*, October 4.

## **Part I: Governing institutions**

### **Week 2 (September 12-13): The state + introduction to governing institutions**

#### **September 12 – What is “the state”?**

The “modern state” is a key concept in political science: what does it do, how is it formed, and what does it displace, particularly in settler-colonial states like Canada?

Readings:

- Chapter 2, p.36-58
- Truth and Reconciliation Commission of Canada. 2015 Volume one: Summary. [Honouring the Truth, Reconciling for the Future](#). “Introduction”, pages 1-22.

#### **September 13 – Executives and legislatures I**

How do different governing institutions deal with questions of power and accountability?

Readings:

- Chapter 5, p.214-247 (readings for the next three classes)

### **Week 3 (September 19-20): Executives and legislatures II-III**

Readings:

- Chapter 5, p.214-247 (see above)

Note: Tutorials start this week: please check Mosaic for times and locations

**Week 4 (September 26-27): Constitutions: federalism and the courts**

How might constitutions protect the rights of minorities, through federalism and judicial review of legislative decisions? What are the challenges of designing these institutions?

Readings:

- Chapter 5, p.247-254; 263-276
- Crandall, Erin, and Andrea Lawlor. 2017. "The Politics of Judicial Appointment: Do Party Connections Impede the Appointment of Women to Canada's Federally Appointed Courts?." *Canadian Journal of Political Science* 50 (3). Cambridge University Press: 823–47. doi:10.1017/S0008423917000014.

**Part 2: Institutions of representation and participation**

**Week 5 (October 3-4) Electoral systems**

How does the way we chose our representatives matter? What are the implications of electoral systems for who gets represented?

- Chapter 6, 282-295
- MacDonald, David. 2017. "[Lessons for Canada in New Zealand's Indigenous-friendly electoral system](#)" *The Conversation*, September 17

Note: Paper option 1 due by midnight, October 4

**Week 6 (October 10-11) Midterm break**

No readings or assignments

**Week 7 (October 17-18) Political parties**

Do democratic politics need politics parties? What do they accomplish?

Readings:

- Chapter 6, 296-313
- Diaz, Fabio Andres. 2017. "[Colombia's FARC rebels have rebranded as a political party – now they need a leader](#)" *The Conversation*, September 11.

**Week 8 (October 24-25) Civil society + midterm exam**

Can people with similar goals influence politics through organized groups? What factors impact their strategies and success?

Readings:

- Chapter 6, 313-319; 320-330 (UK and Germany case studies); 349-350
- Lyer, Kirsten Roberts. 2017. "[Hungary cracks down on foreign funding, dealing a harsh blow to NGOs — and to European democracy](#)" *The Conversation*, June 27.

Note: midterm exam in class on October 25

### **Week 9 (October 31-November 1) Social movements and contentious politics**

Can people with similar goals influence politics through broad movements and protests? What factors impact their strategies and success?

Readings:

- Chapter 7, 356-376
- Andrews, Kenneth T. 2017. "[How Protest Works](#)." New York Times, October 21.
- Manuel, Arthur, and Ronald M Derrickson. 2015. Unsettling Canada : a National Wake-Up Call. Toronto: Between The Lines. Read Chapter 11: Sun Peaks to Geneva

Note: Paper option 2 due by midnight, November 1. Make-up midterm 10.30-11.20am, November 2, KTH-B132.

### **Week 10 (November 7-8) Framing + gender and politics**

#### **November 7 – Framing**

How do media, interest groups, political parties, and other actors try to shape your ideas about issues and groups of people?

Readings:

- Trimble, Linda, and Shannon Sampert. 2004. "Who's in the Game? the Framing of the Canadian Election 2000 by the Globe and Mail and the National Post." Canadian Journal of Political Science 37 (1). Canadian Political Science Association: 51–71.
- St Felix, Doreen. 2018. "[How Alexandra Bell Is Disrupting Racism in Journalism](#)." New Yorker, May 29.
- \*Also watch associated 8 min video

#### **November 8 – Gender and politics**

How do attitudes about gender affect the practice of politics? How do they affect the representation and participation of women and LGBTIA2+ people?

Readings:

- Chapter 4, 189-198
- Inter-Parliamentary Union. 2016. "[Sexism, Harassment and Violence Against Women Parliamentarians](#)."

### **Week 11 (November 14-15) Nationalism, ethnicity, and race**

What are some different ways of defining "the nation"? How have been they deployed in the past versus today?

Readings:

- Chapter 4, 158-179
- Connelly, Kate. 2015. "['Like a poison': how anti-immigrant Pegida is dividing Dresden](#)." The Guardian, October 27. (Note link to German case study in text book readings)

## **Part 3: Public policy**

### **Week 12 (November 21-22): States and markets + environmental policy**

#### **November 21 – States and markets**

When should the government intervene in the economy?

Readings:

- Chapter 10, p.522-531, 576-578 (conclusion references varieties of capitalism and globalization, which we will not cover)

#### **November 22 – Environmental policy**

Can the state correct market failures related to the environment?

Readings:

- Chapter 12, 634-635, 677-692

### **Week 13 (November 29-29) Health policy**

Can the state correct market failures related to health insurance and services?

Readings:

- Chapter 12, 660-677, 696-697

Note: Paper option 3 due by midnight, November 29

### **Week 14 (December 5) Review**

No assigned readings

## **Course Policies**

### **Submission of Assignments**

Short papers should include citations according to a standard format (for example, APA or Chicago style, see the McMaster Library [citation and style guides](#)). Each paper should be about 3 pages (1500 words), with standard 12-point font, single-spacing, and one-inch margins.

Papers are to be submitted electronically to the correct Avenue assignment folder by midnight on the due date (papers are due by the end of the day on the Thursday they are due, so by 11.59pm). Submitting to the Avenue folder will automatically submit to TurnItIn (see below). Students who do not wish to submit their work to TurnItIn should contact the professor before the due date to make alternative arrangements for submission and academic integrity screening.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-



<b>MARK</b>	<b>GRADE</b>
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Late assignments will be accepted up to one week after the due date, but are not guaranteed to be returned before subsequent assignments are due. The following penalties apply:

- Up to 24 hours late: 5% late penalty
- Up to 48 hours late: 10% late penalty
- 49-168 hours late (3-7 days): 15-35% late penalty, no comments. Please recall that the comments received on the first paper you submit are your best opportunity to improve your grade on the second paper.

Papers submitted more than one week after the due date will not be graded and will receive a zero.

Extensions for the written assignments may be discussed with the professor, but will generally not be granted owing to the flexibility in due dates built into the course outline. If you cannot turn in option 1 on time, for example, you should choose to write options 2 and 3.

Students who wish to appeal grades may do so to their TA, at least one day after the assignment has been returned, upon presentation of a one-page typed statement of why they believe their grade should be changed. Please note that after rereading an assignment, the TA may assign a higher or a lower final grade. If a student is not satisfied with this procedure, s/he may ask to refer the paper to the professor.

### **Absences, Missed Work, Illness**

As noted above, attendance and participation are crucial components in the class: individual students benefit by participating, and the class and tutorials benefit from having a group of engaged learners present to share ideas. Students can miss up to 2 lectures and 1 tutorial without notification. Any additional absences will be reflected in a lower participation grade. I do not recommend using the MSAF (see below) when missing a lecture or tutorial – these can only be used once per term.

If illness prevents a student from submitting a paper on time, they should use the [McMaster Student Absence Form](#). Note that the MSAF gives students an additional 3 calendar days to submit work. After this time, regular late penalties/forfeiting comments apply. No papers are accepted more than one week after the due date.

## **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must make a prior arrangement to submit a copy to the instructor – please attend office hours to discuss. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.